



POWDERSVILLE ELEMENTARY

139 Hood Road
Greenville, SC 29611

Grades	3-5 Elementary School	
Enrollment	577 Students	
Principal	Debra T. Gill	864-269-4431
Superintendent	Dr. R. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Good
2006	Good	Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- **Good** – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- **Average** – School performance meets the standards for progress toward the 2020 SC Performance Vision
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- **At-Risk** – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

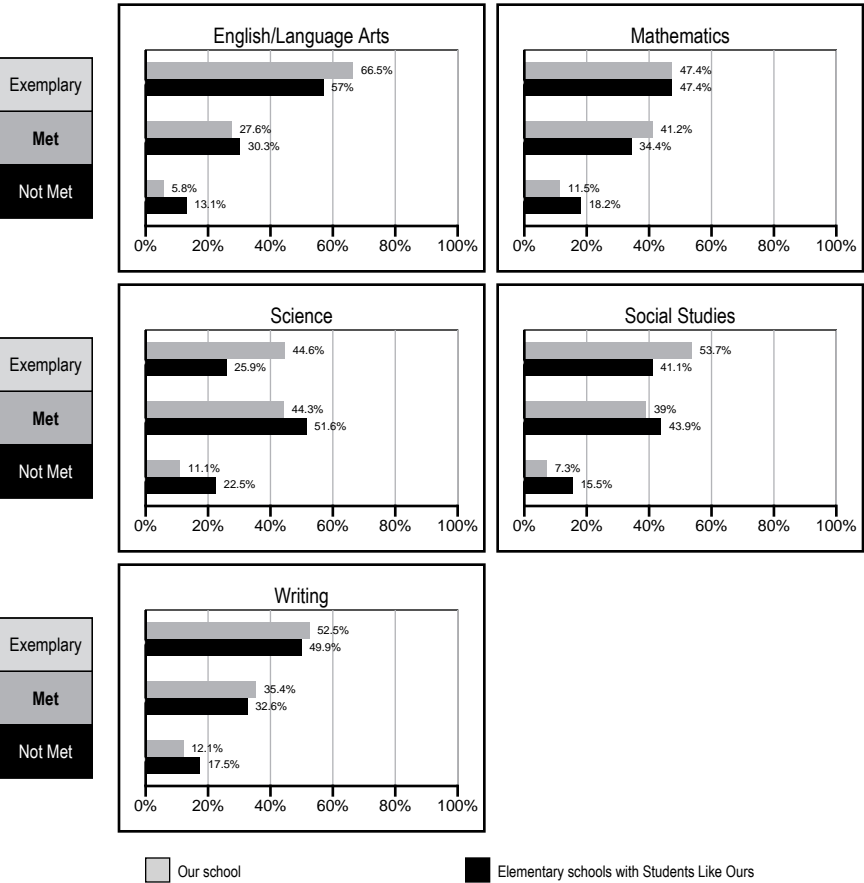
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	9	2	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=577)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 0.4%	0.9%	1.2%
Attendance rate	96.4%	Down from 96.8%	96.4%	96.1%
Eligible for gifted and talented	17.8%	Up from 17.6%	20.6%	11.7%
With disabilities other than speech	6.6%	Up from 5.8%	6.6%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	44.1%	No Change	63.0%	60.5%
Continuing contract teachers	94.1%	Up from 73.5%	89.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.9%	Up from 90.5%	88.5%	87.0%
Teacher attendance rate	95.7%	No Change	95.8%	95.4%
Average teacher salary*	\$41,644	Up 0.3%	\$48,507	\$47,288
Professional development days/teacher	13.3 days	Up from 8.8 days	9.1 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 22.6 to 1	20.8 to 1	19.2 to 1
Prime instructional time	91.9%	Down from 92.1%	92.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 81.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,633	Down 3.4%	\$6,921	\$7,548
Percent of expenditures for instruction**	63.0%	Down from 64.1%	70.5%	68.7%
Percent of expenditures for teacher salaries**	59.9%	Up from 58.6%	65.9%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of the Powdersville Elementary School community is to strive to promote lifelong learning in every student and to ensure a positive, challenging, and safe learning environment. This mission is exemplified in our school motto, "Powdersville Elementary P R I D E: Producing Responsible Individuals while Developing Excellence." Character Education is essential in developing responsible students. Each day a new character word is introduced by our news anchors on our student-operated daily news program, WTLF, We're The Lion Pride network, and our teachers integrate those character words into their classroom instruction.

We continued our emphasis on developing positive character traits through our theme for the 2009-2010 school year, "Powdersville Elementary: Where Character Counts." Throughout the school you could find displays of student work, the Wall of Pride with examples of students exemplifying good character, and our citizens of the month display. Teachers and students focused on being good role models and responsible citizens. This theme provided our students with numerous opportunities to recognize and celebrate examples of good character.

We were very proud to again receive the Palmetto Gold Award for general performance and a Silver Award for making substantial progress in closing achievement gaps. We were also very honored to be one of five schools in the state to be nominated by our State Superintendent of Education for the National Blue Ribbon Award.

Our students excelled in other areas also: Participation in the Superintendent's District Writing Contest; over \$8,000 was contributed to Jump Rope for Heart; students/teachers/staff contributed to Pennies for Patients, Toys for Tots, and our own Lion's Share Christmas Project; Student Service Council contributed to the Ronald McDonald House, Toys for Tots, sent Veteran's Day cards to soldiers at Ft. Hood, held a clothing drive for the needy, and sponsored the Pasta for Pennies program which raised over \$4,600 for leukemia research; 4th and 5th grade Chorus performed for our school and in the District Spring Sing; 5th grade strings program; third graders went Mining for Treasures, Fourth graders enjoyed an Explorer Day, and Fifth graders experienced the Great Depression with a Hooverville Reenactment; Powdersville Postal Pride mail program in which students wrote and delivered letters to teachers, staff, and other students throughout the building; Family Math Night; YMCA After-School Program; and participation in the 100 Library Books Club and No Books Left Unread Program.

The support of our incredible PTSO and SIC is invaluable to our school. Their volunteer and fundraising efforts are tireless and a wonderful model for our students. Our school could not be as successful without their support.

Debra T. Gill, Principal
Patricia Tutterow, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	184	124
Percent satisfied with learning environment	100.0%	87.4%	88.6%
Percent satisfied with social and physical environment	100.0%	88.0%	95.9%
Percent satisfied with school-home relations	100.0%	88.0%	90.3%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	560	99.8	6.3	27.4	66.2	97	91.7	83.5	Yes	Yes
Gender										
Male	293	99.7	5.3	31	63.7	96.8	89.9	80.1	N/A	N/A
Female	267	100	7.5	23.5	69	97.3	93.6	87	N/A	N/A
Racial/Ethnic Group										
White	467	99.8	6.2	23.8	70	97.1	92.6	89.6	Yes	Yes
African American	54	100	10	46	44	96	83.5	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	97.1	92.7	I/S	I/S
Hispanic	21	100	5.3	57.9	36.8	94.7	87.7	79.6	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	85	85.1	I/S	I/S
Disability Status										
Disabled	48	97.9	40.9	38.6	20.5	77.3	67.5	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	N/A	N/A	N/A	100	89.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	173	99.4	7.1	38.7	54.2	95.5	86	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	560	99.8	12.1	40.9	47	93.3	89	80.4	Yes	Yes
Gender										
Male	293	99.7	10.7	38.1	51.2	93.2	88.4	78.4	N/A	N/A
Female	267	100	13.7	43.9	42.4	93.3	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	467	99.8	11.6	38.7	49.8	93.8	89.8	87.8	Yes	Yes
African American	54	100	16	58	26	90	80.5	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.3	93.5	I/S	I/S
Hispanic	21	100	26.3	47.4	26.3	84.2	87.6	78.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	80	83.2	I/S	I/S
Disability Status										
Disabled	48	97.9	45.5	31.8	22.7	65.9	57.8	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	16.7	38.9	44.4	94.4	89.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	173	99.4	20.6	43.9	35.5	89	83	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	370	99.7	11.3	44.1	44.6	88.7	84.6	67.3
Gender								
Male	189	99.5	9.9	41.4	48.6	90.1	85	66.9
Female	181	100	12.7	46.8	40.5	87.3	84.2	67.7
Racial/Ethnic Group								
White	298	99.7	9.4	39.7	50.9	90.6	86.1	79.6
African American	43	100	25	62.5	12.5	75	70.9	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	16	100	21.4	57.1	21.4	78.6	81.4	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.9	69.5
Disability Status								
Disabled	31	96.8	40.7	37	22.2	59.3	55.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	16	100	7.1	71.4	21.4	92.9	78.8	58.6
Socio-Economic Status								
Subsidized meals	114	100	15.4	56.7	27.9	84.6	76	55.4

Social Studies

All Students	371	100	7.6	39	53.4	92.4	83	70.9
Gender								
Male	189	100	7.2	38.7	54.1	92.8	82.9	70.1
Female	182	100	8	39.4	52.6	92	83.1	71.7
Racial/Ethnic Group								
White	312	100	7.6	35.8	56.6	92.4	83.9	79.2
African American	34	100	9.7	67.7	22.6	90.3	74.1	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.3	86.8
Hispanic	14	100	N/A	N/A	N/A	100	81.3	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	78.6	71.2
Disability Status								
Disabled	31	100	33.3	36.7	30	66.7	50.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	13	100	N/A	N/A	N/A	100	78.7	68
Socio-Economic Status								
Subsidized meals	122	100	10.1	52.3	37.6	89.9	73.7	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	563	98.9	11.9	35.5	52.6	88.1	82.8	72.1	96.4	96.2
Gender										
Male	293	98.3	16.4	38.8	44.8	83.6	76.6	65.2	96.2	96.2
Female	270	99.6	7	31.9	61.1	93	89.5	79.2	96.5	96.2
Racial/Ethnic Group										
White	469	98.9	10.6	33.7	55.7	89.4	84.2	80.8	96.2	96.1
African American	56	98.2	19.6	52.9	27.5	80.4	71.3	59.7	97.3	96.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.4	87	99.1	97.8
Hispanic	21	100	26.3	31.6	42.1	73.7	73.7	64.6	95.7	96.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	68.4	73.4	96.6	94.7
Disability Status										
Disabled	45	88.9	53.8	28.2	17.9	46.2	40.5	27.7	94	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	11.1	22.2	66.7	88.9	75	63.7	97.4	96.7
Socio-Economic Status										
Subsidized meals	175	98.3	19.7	43.9	36.3	80.3	73.6	61.9	95	95.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	182	100	8	29	63.1	92
	4	196	100	8.5	35.6	55.9	91.5
	5	177	100	7.8	38.6	53.6	92.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	182	99.5	6.1	15.6	78.2	93.9
	4	182	100	7.4	31.4	61.1	92.6
	5	196	100	5.5	35.2	59.3	94.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	182	100	20.5	47.2	32.4	79.5
	4	196	100	9.6	50	40.4	90.4
	5	177	100	10.2	48.8	41	89.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	182	99.5	11.2	30.2	58.7	88.8
	4	182	100	14.3	48.6	37.1	85.7
	5	196	100	11	44	45.1	89
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	92	100	11.2	55.1	33.7	88.8
	4	196	100	9	47.3	43.6	91
	5	88	100	6.1	63.4	30.5	93.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	92	98.9	13.5	34.8	51.7	86.5
	4	182	100	9.7	48.6	41.7	90.3
	5	96	100	12.2	44.4	43.3	87.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	90	100	5.7	34.5	59.8	94.3
	4	196	100	4.8	39.9	55.3	95.2
	5	89	100	9.5	29.8	60.7	90.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	89	100	6.7	23.6	69.7	93.3
	4	182	100	6.9	41.7	51.4	93.1
	5	100	100	9.8	48.9	41.3	90.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	183	99.5	20.9	33.9	45.2	79.1
	4	195	98	15.1	37.3	47.6	84.9
	5	177	99.4	7.8	27.7	64.5	92.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	184	97.8	15.2	32	52.8	84.8
	4	184	99.5	11.9	35.2	52.8	88.1
	5	195	99.5	8.7	39.1	52.2	91.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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